

Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE  
in Turkish (4TU0/01)

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### **Assessment criteria**

Assessment criteria reflects the standards expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

### **Major errors**

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

### **Minor errors**

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

### **Awarding marks**

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 1(a)            | Eğer trenle gidersen bence daha çabuk varırsın. | (2)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 1(b)            | Hasan'ın kız arkadaşı elma suyu içmeyi seviyor. | (2)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 1(c)            | Tüm işlerimi bitirdiğimde kendimi her zaman memnun hissederim. | (2)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 1(d)            | Teknik direktör kırmızı kart olayını gördü mü? | (2)  |

| Question Number | Answer                                       | Mark |
|-----------------|--|------|
| 1(e)            | Emre ve ailesi her akşam haberleri izlerler. | (2)  |

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

| Communication  | Mark |
|--|------|
| No relevant communication.   | 0    |
| At least half the sentence is correctly communicated in the target language.               | 1    |
| Fully communicated in the target language, although with some ambiguity in the expression. | 2    |

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

| Quality of language  | Mark |
|--|------|
| No language worthy of credit.  | 0    |
| Frequent basic errors with only isolated examples of accurate language.                      | 1    |
| High incidence of error which impedes communication at times; inconsistent.                  | 2    |
| Accuracy variable with some basic errors.  | 3    |
| Level of accuracy generally secure but incidence of error increase in more complex language. | 4    |
| High level of accuracy with only minor errors.   | 5    |

## Question 2 - Translation into [language]

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

| Transmission   | Mark  |
|--|-------|
| No language worthy of credit.  | 0     |
| Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.  | 1-3   |
| Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.  | 4-6   |
| The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent. | 7-9   |
| A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.   | 10-12 |
| Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.   | 13-15 |

| Quality of language   | Mark |
|---|------|
| No language worthy of credit.   | 0    |
| A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.   | 1-2  |
| Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow. | 3-4  |
| Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.   | 5-6  |
| A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.  | 7-8  |
| A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily flawless.  | 9-10 |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2               | <p>Sosyal medya insanların aralarında fikir ve bilgilerini sanal ortamda paylaşmalarını veya bilgi ve fikir alışverişinde bulunmalarını sağlar. Sosyal medya, kalite ve kullanılabilirlik de dahil olmak üzere birçok yönüyle geleneksel medyadan farklıdır. Bu yeni medya şekli internet kullanıcıları arasında fotoğraf ve görüntü paylaşımını giderek kolaylaştırmaktadır. Sosyal medya sadece sıradan internet kullanıcıları için değil, işletmeler için de önem taşımaktadır.</p> <p>İnternet kullanımının 1990'ların başında yaygınlaşmasının ardından dünyadaki internet kullanıcısı sayısı milyonlardan milyarlara yükselmiştir. Bu zaman sürecinde, sosyal medya dünya çapında modern toplum yaşamının bir parçası haline gelmiştir.</p> <p>İnsanlar elektronik ve basılı medyadan eğitim ve haber elde ederler. Sosyal medya, kolay erişilebilir olmasından dolayı, gazete veya televizyon gibi endüstriyel ve geleneksel medyadan farklıdır. Bireyler dahi bilgi yayınlatabilir ve dünyanın ilgisini çekebilirler.</p> <p>Twitter, Facebook ve Youtube gibi platformlar bireyin kişisel bilgilerini dilediği kadar çok veya az detaylı olarak başka üyelerle paylaşabilmelerini sağlayan sanal topluluklar yaratmıştır. Bunun sonucunda muazzam miktarda bilgi kolaylıkla yaratılabilir ve tanıtılabilir hale gelmektedir.</p> <p>Sosyal medya aynı zamanda farklı iş sektörlerinden kuruluşlara çeşitli alanlarda fırsatlar sunmaktadır. Sosyal medya, pazar araştırması ve müşterilerle iletişim konularında işletmelere yardım eder.</p> <p>Bazı insanlar modern sosyal medyanın bireyin özgürlüğünde önemli bir araç olduğuna inanıyorlar. Sosyal medya batıda genç seçmenlerin harekete geçirilmesinden, Orta Doğu'da Arap Baharı'nın köklerine kadar önemli rol oynamıştır.</p> | (25) |

Question 3- Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

| Transmission   | Mark  |
|--|-------|
| No language worthy of credit.  | 0     |
| Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.  | 1-3   |
| Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.  | 4-6   |
| The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent. | 7-9   |
| A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.   | 10-12 |
| Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.   | 13-15 |

| Quality of language   | Mark |
|---|------|
| No language worthy of credit.   | 0    |
| A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.   | 1-2  |
| Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow. | 3-4  |
| Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.   | 5-6  |
| A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.  | 7-8  |
| A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.   | 9-10 |

| Question Number | Answer | Mark |
|-----------------|--------|------|
|                 |        |      |

|          |  |             |
|----------|--|-------------|
| <p>3</p> | <p>Tourism can be described as travelling for leisure or religious purposes. Touristic travel is usually for a limited duration. Tourism is commonly associated with travel to another country as well as travelling to another location within the same country. The World Tourism Organization defines tourists as people "travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure".</p> <p>Tourism has become a popular global leisure activity. Today, it is a major source of income for many Mediterranean countries as well as South East Asia. The livelihood of many people in these countries depends on overseas visitors. It also provides many employment opportunities for young people.</p> <p>Holidays including outdoor activities that generally take place in unusual and exotic settings are known as adventure tourism. Sometimes involving some form of unusual means of transport, these holidays tend to be associated with high levels of physical activity. However, as you have to stay in remote and basic accommodation, these holidays are a million miles away from luxury hotels.</p> <p>Backpacking is a form of low-cost and independent international travel. This type of travel includes the use of a rucksack which is easily carried for long periods of time, the use of public transport and inexpensive lodging such as youth hostels.</p> <p>Ecological tourism is responsible travel to pristine and usually protected areas that strives to have a low environmental impact. It helps to educate the traveller, directly benefits the area's economic development and shows respect for different cultures.</p> <p>Educational tourism developed because of the growing popularity of teaching and learning outside of the classroom environment. In educational tourism, the main aim of the tour includes visiting another country to work and to use the skills learnt in a different environment.</p> <p>So, what will your next holiday be?</p> | <p>(25)</p> |
|----------|--|-------------|

#### Question 4 - Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grid.

| Communication and content  | Mark  |
|--|-------|
| No language worthy of credit.  | 0     |
| Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.  | 1-4   |
| Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read. | 5-8   |
| Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.  | 9-12  |
| Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.                        | 13-16 |
| Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.   | 17-20 |

| Quality of language  | Mark  |
|--|-------|
| No language worthy of credit.  | 0     |
| A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.  | 1-3   |
| Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.  | 4-6   |
| Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed. | 7-9   |
| Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.          | 10-12 |
| Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.   | 13-15 |